

The AGRICULTURAL EDUCATION Magazine

VOLUME 30

MARCH, 1958

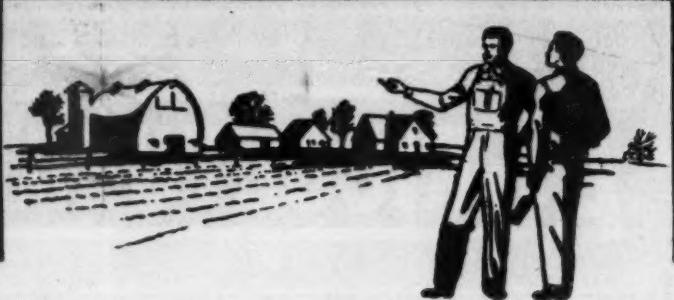
NUMBER 9



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Featuring— Improving the FFA

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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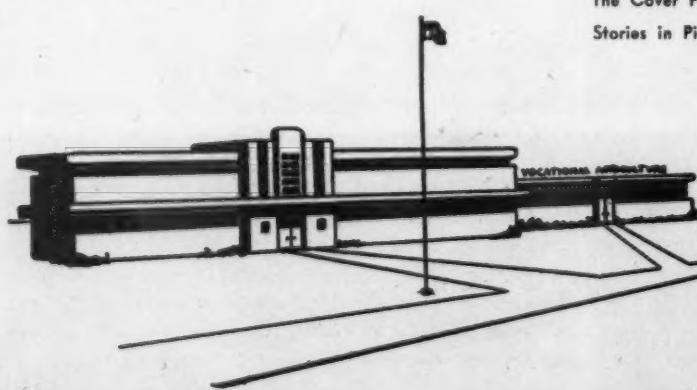
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Subscription price, \$2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.
Entered as second-class matter under Act of Congress March 3, 1879, at the post office in Danville, Illinois.

Improving the Future Farmers Of America

CLARENCE R. FERDUN, Director Agricultural Education, Hawaii

The development of a strong FFA program is one of the best ways to build an effective total vocational agriculture program. For many boys, the interest they develop in the FFA is the interest that leads them to a successful farming program. Their real enthusiasm for farming comes only after satisfying experiences in FFA activities, such as judging contests, a swine chain, or a livestock show. It is experiences such as these that build a love of farming and a desire to be a successful farmer.

Since the FFA does so much to develop the attitudes and abilities necessary for successful farming, it is imperative that the teacher of vocational agriculture establish the strongest possible future farmer program in his school. Many agricultural departments grow or stagnate depending on the quality of the FFA program.

If the FFA is so important to the success of the total agricultural training program, it is essential that the teacher makes the FFA chapter a superior one. This can be achieved only by an enthusiastic teacher who carefully guides his boys in organizing and planning an extensive program of work for the chapter. This program must include activities that appeal to the boys of high school age and give them the feeling that they are doing things that are important. It must include activities that relate to their major interest of farming, and it must meet their need to compete and to excel. The activities should satisfy their social needs and they should include community service activities so that the boys can have the experience and satisfaction that comes from doing things for others. The program must also provide leadership training so that agriculture will not have to depend on others for leaders.

Such a program can be successfully executed without over burdening the teacher if he will teach his boys to assume the major responsibility for carrying it out. A boy should be made responsible for each major activity and provided enough assistance to complete it successfully. He should be encouraged to seek the advice of the instructor but he must accept the job as one he must carry to completion.

Each boy should be assigned to a working committee so that he will feel a responsibility for comple-

From the Editor's Desk . . .

No disagreement on need for strong FFA —

There are very few persons who would deny the need for a strong FFA program and organization. Rather, the differences of opinion regarding the FFA lie in the kinds of activities supported and promoted by the FFA — and the amounts of class time devoted to preparation for (and participation in) these activities. Some of the activities which have been questioned are hunting and fishing trips, preparing floats for parades, certain money raising activities, and the many contests which have sprung up nationwide.

Value of FFA activity vs. instructional program —

The defense for these many activities is based on the value of the activities to the boys. That there is value to these activities cannot be denied. Indeed, it would be difficult to name an activity to which some value could not be ascribed. However, to consider only whether there is value to the activity in question is to miss the point almost completely. It is also necessary to consider whether there would be greater values derived from the instruction which would be taking place if the time was not being devoted to the activity in question. Far too often, the instructional program is organized around the need to prepare for various contests rather than around the need for performing various farming activities.

National and state organizations should provide guidance —

The many valuable activities promoted and carried out by the FFA should be continued. Every department of vocational agriculture should be encouraged to supplement the instructional program with a strong FFA chapter. At the same time, the national and state organizations should provide guidance for the local chapters regarding the selection of activities to be included in the program of work; in the kinds of money-raising activities which would be in keeping with "less dependence on begging and more power in bargaining" and "less need for charity and more of it when needed"; in encouraging that organization activities be carried on outside of regular classroom time; in encouraging that activities be kept in line with current changes in farming so that they will contribute to the development of abilities needed in farming; in making certain that all FFA activities contribute in full measure to the fulfillment of needs for education which could not otherwise be met. □

An appraisal of the vo-ag program indicates that - - -

Contests Must Go!

BONARD S. WILSON, International Cooperation Administration, Philippines

We should eliminate contests in vocational agriculture. I know this is heresy. I know also that many people would agree with me. Some of them have and are speaking out against contests. Some of them are trying hard to make contests educational. Some are trying to make them less objectionable. My view is that we should cease trying to improve something that when improved is still not good and should not be a part of an educational program in a democratic society.

Here are some of the things wrong with contests, as I view them:

1. They educate people away from a Christian democratic society. In a Christian democratic society we must all work together for the benefit of all. We try to help everyone go as far as his abilities will allow him. In contests we try to get one person to beat the other—to win. When someone wins, many people lose. If sufficient stress is placed upon winning the contest, every effort is made not to help anyone else—the other team or individuals and even our fellow students who are not on the team. Success is good for the winner, but failure is also bad for the many losers.

2. Awards lower the level of aspiration rather than raise it. The opposite view is the one given by many people in support of contests. It has been shown (and any one who would take the trouble to observe people could see) that awards make students try less hard to learn. It may make them try to win the award, *but not to learn*. When an award is at stake that we want to win, we do not take chances; we stick by what has been drilled into us. This eliminates the possibility of learning anything except, maybe, how to win other contests.

3. Competition is only one way to motivate people, so let us not overwork it. When competition is the prime motivating force, it leads to many evils which are the points considered later on. A good teacher utilizes many methods of motivating students. Lazy



Bonard S. Wilson

and unimaginative teachers use only a few. Some rely primarily upon competition of one sort or another to motivate students.

4. Contests too often cause teachers and boys to put too much time on some jobs in proportion to the value of this job in the farming program of the student. Take the contests on the job of selection of an animal. Studies have been made of the amount of time spent on this job in preparing for a contest. Many teachers have runoff contests in order to select the team. Then they spend many hours with the team. This leaves little time for all the rest of the jobs in this enterprise. Some teachers spend one fourth to one half of their time on jobs leading to contests. Most spend more than they would like to admit.

5. Contests cause some students and teachers to engage in dishonest practices. We are all aware of instances where such practices have been exposed, even on the national level. My contention is that an institution that is attempting to teach young Americans should not use methods that can so easily (and so often do) lead to some kind of dishonest practice. Some of us are so callous about it that we have really forgotten what is honest and what is not.

6. The pressure to win contests causes some teachers to spend too much of their time with a few boys and to use the same boys every year for their teams. It becomes not a learning situation but a varsity team. Few of these teachers will admit that this is what they have. They give lip service to an educational program but are really coaching a varsity team. One former college student of mine complained that he was just worn out with being in contests while he was in high school. He was good at the things required of contests so he was on all the FFA teams and the 4-H teams as well!

7. Contests often take so much time of teachers and students that

they necessarily have little time for other important things. The plea given most frequently by teachers of vocational agriculture for not teaching adult farmers is lack of time. How many adult classes could be taught if the time used for contests was devoted instead to them?

8. Contests are causing many teachers to try to teach, and students to try to learn, something that should not and perhaps cannot be learned. Selecting animals by type is pretty much a guessing game depending often upon how well one guesses what the official judge wants. If this is what it takes to win, this is something that is difficult to teach. When one considers this in relation to what needs to be learned, it is downright silly. Students should be taught to select animals on the basis of economical and efficient production, not on what a particular judge likes or upon type which has been proven time and time again to have little if any relationship to production.

9. Contests are concerned often times with only a part of the job. Take the job again of selecting an animal. When a farmer goes to buy an animal there are many things besides the characteristics on the score card that must be considered. He must consider how much the cow will cost and how much he can afford to pay. He must consider how she will fit into his herd and the availability of a sire. He must consider whether he has feed, labor, housing, etc., for this kind of an animal. Many are still "selecting" animals by type only. The more enlightened contests include other factors such as pedigree and production.

10. Contests take too much of the time of our supervisors—national, state and district. Many district supervisors spend a majority of their time supervising the various aspects of contests. They, too, plead lack of time when it comes to young farmer and adult programs. I know supervisors whose only apparent interest in vocational agriculture is in contests. Their only contribution to national, and regional, state or local meetings is something regarding contests.

11. Teacher educators in many cases are continuing to promote contests and spend a disproportionate amount of their time serving as judges for contests, advisors for contests and teaching their students how to participate in and manage contests.

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Contests Have Value

As a part of the vo-ag program

JARRELL D. GRAY, Teacher Education,
A & M College of Texas



Jarrell Gray

Among teachers of vocational agriculture, there is probably no issue which arouses a more vigorous discussion than whether contests improve the program of vocational education in agriculture.

As our program expands from year to year, teachers are becoming more concerned with the trends taking place in contests. One pronounced trend is that of contests being sponsored through the organization of Future Farmers of America. This trend has now become so distinct that it is sometimes difficult to distinguish between those activities that are strictly FFA activities and those that are strictly vocational agriculture class activities. Therefore, when we examine the influence of trends we should think of the effect they are having on both the vocational agriculture program and the FFA program.

It seems that it is very obvious that FFA contests have been an asset to our program and that they can continue to benefit us. This has a more valid meaning when we examine the purposes of contests.

Purposes of Contests

Several purposes may be enumerated. Perhaps the more important ones are that they are means of motivating students to carry out their chapter's program of activities and

that they develop individual abilities.

Suppose we analyze these purposes and see where they fit into the picture of improving the instructional program in vocational agriculture.

Everyone is aware of the importance of a chapter formulating a program of activities. But once this is formulated, the job remains of attaining those goals which were set up. This attainment is made much easier if we can motivate or instill within the student the desire to accomplish the things that he planned to accomplish.

What more enticing stimulant can we hold before a student than the prospect of winning a contest?

If in some way the interest of the student can be secured or if the student can see a purpose for learning, then the job of teaching is made much easier and much more enjoyable. Contests can be very valuable if through student participation in them the student is stimulated to carry out those things that were set up in the chapter program of activities.

It was also pointed out in the purposes of contests that they are valuable means of providing opportunities for the development of individual abilities. With the wide variety of contests available it is somewhat difficult to conceive of a student of vocational

agriculture being unable to find at least one in which he is interested. Therefore, regardless of the ability of the student, there is probably a contest in which he can develop his abilities.

Criticisms of Contests

In spite of the fact that contests have enhanced our program of vocational agriculture, some criticisms have been directed toward them. A common criticism is that there are too many of them. This is no doubt true if a teacher attempts to participate in all of them. Very few teachers perhaps can justify entering all judging and supervised farming contests. This is especially true if the teacher enters only those contests that are of importance in the community.

To those teachers who say there are too many contests, then, it is obvious they are not using the contests to strengthen the instructional program in vocational agriculture. Contests may be used to solve many problems relating to the supervised farming program. If students are encouraged to participate in those contests in which they are interested, they will not only do a better job of record keeping but the scope and quality of their supervised farming program will improve. Contests on a chapter basis in soil and water management, dairy production, farm safety, farm mechanics and others can very easily be successfully conducted. Enthusiasm on the part of students in a variety of farming activities such as this certainly provides an abundance of resource material for teaching purposes. Too, those things which are taught in the classroom will have much more meaning in the every day farm life of students.

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Livestock judging contests, such as the one shown being held at Texas A. & M., are excellent means of providing students an opportunity to use their judging ability. Too, these contests provide an additional incentive for the student to learn those things taught in the classroom.



Whenever judging contests are held, lots of work is required to score the cards and tabulate the results. Members of the Texas A. & M. Collegiate FFA Chapter perform this task at the State Judging Contest.

Contests Must Go! - - -

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12. Teachers and supervisors are often evaluated on the basis of how well their teams do. Even if contests should be a part of an educational program, they should not be weighed heavily in evaluating the work of a teacher or supervisor. Many supervisors and teacher educators have been selected on the basis of how well their teams did when they were teaching vocational agriculture. I fail to see the relationship except that the person making the selection feels that contests are what vo-ag is all about and so he should get someone who is good at winning them so he can teach others how to win.

13. Teacher educators are often evaluated by their attitudes about contests. Many teacher educators feel as I do about contests but they are afraid to speak out against them. I was afraid to speak out when I was a teacher educator and, even now, I question the wisdom of speaking out. I expect to be ostracized from my profession for doing so.

14. Contests place the cart before the horse. One of the reasons often given for contests is that they serve as a means of evaluating how well we have taught our students. Instead, winning contests has become the objective in many cases rather than a means of evaluation. This is understandable. An evaluator can eventually set the objectives for the program if he is also in an administrative relationship to the particular position. If the state supervisor rates his teachers on how well they do in contests, the "smart" teachers soon learn to win contests. One teacher reported that he was in contests solely to get his supervisor off his back.

15. Contests give undue recognition to one special ability a person may have. A student who is skilled at winning contests gets most of the trips and the attention of a teacher who is out to win contests. Another classmate who may be good at producing pigs efficiently and economically, but poor at judging, may get little or no recognition. One student who placed second in a corn growing contest complained to me that he should have had first prize. The winner did produce a few more bushels of corn than he, but it had cost nearly twice as much per bushel to do so. This is not unusual. Is this what we should be teaching students in vo-ag?

16. If a lot of skill were really involved in judging contests, there should be more correlation than there is between the rankings of teams from the same school. In one state it was the practice to hold the livestock and dairy judging on the same day. One would expect, if skill were involved, that there would be high correlation between the ranking of the dairy team and the livestock team from the same school. This has not been true. More often than not, a school that did well on dairy judging would do poorly on livestock judging or vice versa.

17. Contests are crutches too frequently used. They are habit forming. A teacher who finds that he can motivate students by a contest but cannot otherwise motivate them, tends to rely more and more upon contests for motivation. Some do not even try to use anything else. One teacher started a job on milk-testing by saying that there was to be a contest on milk testing and they were going to study it so they could enter and win the contest. Not once did he mention any other value to learning how to test milk. This is not an isolated case either.

18. I am convinced that the prime purpose is to feed the ego of the teacher, supervisor or teacher educator who is promoting contests. This is of course denied. The less capable one is in teaching or supervising, the more he tends to promote and do other things from which he gets recognition and satisfaction. A supervisor who is incompetent and has little status among his professional peers will tend to engage in fairs, contests tours, etc., so that he can associate with businessmen, get his picture in the paper and feel important. Instead of solving his problem of incompetence, this gets him farther and farther away from real teaching and widens the gap between him and his teachers who are concerned about something besides contests.

19. Contests are in opposition to the objectives of FFA. One of the major objectives is to foster cooperation. There is none to foster competition; yet there are few if any national or state activities that promote cooperation. Most of them foster competition. One supervisor said, "we cooperate to hold contests!"

Half-way measures are not enough. Contests are a cancer on vocational agriculture. They must be eliminated before they destroy it. Trying to

make them educational or trying to make them less obnoxious does not go far enough. We have tried this approach, and very little improvement can be noted. Let's get busy and put the effort that is now going into contests into finding means of motivating students that do not have the evils and shortcomings that contests have.

This article will be followed by one that will suggest replacements for contests in the program of vocational agriculture and of the Future Farmers of America. □

Contests Have Value - - -

(Continued from page 197)

Another common criticism of contests is the manner in which members of judging teams are selected. How should we select an FFA judging team so the method of selection will aid our instructional program in vocational agriculture?

Selecting Judging Teams

Perhaps an illustration will best explain one method that may be used. For example, if milk production is included in the Agriculture I course of study, then the dairy cattle judging team should come from this class. Accumulative scores from tests, practice judging on field trips, and scores made on picture judging are kept. In addition to these scores, the teacher may also include scores made by students on other jobs, such as breeding and feeding. Of course there is a limit to how far the teacher can go in including other jobs, but he should include related jobs as long as they motivate students to acquire desirable knowledge, skills, and attitudes of milk production.

From this accumulation of scores, the top five individuals may be allowed to participate in the federation or area contest and the three highest individuals from this contest may be permitted to enter succeeding contests.

It is obvious when this method is followed that an FFA member, during the period of time he studies vocational agriculture, will have the opportunity of making a particular judging team but one time. This is as it should be. Not only does it de-emphasize the winning aspect, but it gives more boys an opportunity to participate in judging events. It also tends to make the competition keener during the period of study and selec-

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Contests Have Value - - -

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tion of the team.

Not only should a boy have but one opportunity to make a certain team but it also is a good policy to allow an individual to be on but one team each year. If, in the preceding illustration, the class in Agriculture I had been studying beef production in addition to milk production, a boy should not be allowed to be on both the dairy judging and the beef judging team. An arrangement such as this permits more individuals to participate in judging activities. If we believe that the individual student is our major concern, then we should strive to provide the maximum number of varied experiences in which students may participate.

During the course of preparing for and participating in contests, there is one very important item that the teacher should constantly keep before the students—that winning is not the most important accomplishment. The amount of desirable knowledge, skills, and attitudes obtained is the most important accomplishment.

There is a tendency, when individuals engage in competitive events,

to lose sight of the true values of these events and let the desire to win at all costs prevail. The values of a contest in vocational agriculture are not in the ability to produce a winner or loser, but in the ability to contribute to the objectives of vocational agriculture.

Public Relations in Contests

There is one other important item regarding our contest program that should be mentioned. This item is public relations. Public relations has been defined as "doing good and telling about it." Too many times students do an excellent piece of work or make a very worthwhile accomplishment and receive no publicity. If a student wins a contest, it not only makes him proud to see his name and picture in print, but it may also encourage other students to achieve similar honors. Conducting contests is "doing good." Publicizing contests is "telling about it." These two constitute a public relations program.

Summary

In summary, the following should be re-emphasized:

1. Contests have served as a very valuable method of motivating students to carry out activities

that help to accomplish the objectives of vocational agriculture.

2. In most instances, a teacher should not attempt to enter all contests that are available. He should enter only those he can justify on the basis of their importance in the community.
3. The procedure followed in selecting a judging team should be one which has for its paramount purpose that of aiding our instructional program in vocational agriculture.
4. We should be primarily concerned with providing judging experiences for as many boys as possible rather than providing a few boys with as many judging experiences as possible.
5. Contests should not be entered with the major objective being that of winning. Contests must be a means and not an end.
6. Our public relations program must be emphasized throughout our program of contests. Not only are students entitled to have their accomplishments publicized, but the public is entitled to know about things we are doing.

□

A teacher who believes in his program says - -

Let's Sell the FFA Program

LEO WENE, Vo-Ag Instructor, Orwell, Ohio

"The best program in the entire community," is the acclaim given many a Future Farmer of America program. This is indeed high praise and praise that has been well earned.

Future Farmers have a well organized program on the national and state levels that includes many judging, leadership and community service activities. Nation-wide publicity in newspapers, magazines, radio and TV is given to the national winner of the public speaking contest. The Star Farmer of American receives equal, if not greater, recognition.

Where the Work Is Done

The bulk of the good work of the FFA is done at the local level where this largest boys' club in the world exerts a tremendous influence upon its members and community. The other side of the ledger shows many chapters struggling in almost complete obscurity, their work hampered by their

inability to reach the members in their community.

Of course there are several reasons for weak FFA chapters but the most important ones are poor publicity and poor public relations programs, especially the latter. The first step in building a good FFA program is to convince yourself that you have a product worth selling and then work hard to sell it. The most successful salesman is the one who believes he has a good product and that the buyer will get his money's worth.

Start with Program of Work

The Grand Valley FFA is proud of its program and even prouder of the help given by this northeastern Ohio community and school administration. A good selling job did the trick.

The initial selling is done to the chapter itself by the members, who, under the guidance of their vocational agriculture instructor, draw up a com-

plete program of activities for the ensuing year. This program is drawn up in detail as to general area, specific goals and ways and means of accomplishing these goals. The committee in charge of a section of this program plan is also responsible for carrying it out.

Sale No. 2 is made to the superintendent who reviews the program of activities and approves it with or without changes. It is impossible to expect the cooperation of the school administration unless they know the objectives and exactly what the boys are expecting to do in order to fulfill these objectives. William Shipman, superintendent of the Grand Valley School, has always been an ardent booster of the FFA. In fact, he was awarded the degree of Honorary Future Farmer at an FFA banquet held in 1953. He is acquainted with the broad and specific objectives of the chapter and his advice and aid have helped the chapter in many ways.

Our chapter also prints 75 copies of the program of activities in an attractive gold colored cover and then

(Continued on page 202)

Inspiration and information provided by - - -

FFA Leadership Training Schools

R. F. ESPENSCHIED, Teacher Education, Univ. of Illinois

The chapter officer may have developed some leadership ability through committee responsibility, Greenhand clubs or other subsidiary FFA organizations. He may have served on the "second set" of FFA officers. Now, because he has demonstrated some potential for leadership, he has been elected to a chapter office. What can he expect in the way of training to help him do this job for the coming year? He looks to his chapter adviser for this help.

One of the annual jobs that every vocational agriculture teacher and FFA adviser faces is the responsibility of training his chapter officers for their jobs during the coming year. There is frequently available to him a Sectional or District FFA Leadership School to which he can take his officers for a half-day or an evening program for "Leadership Training."

The agriculture teacher hopes, when he takes his chapter officers to this school, that these officers will receive some information about how to do their jobs to the best of their abilities so that the chapter will move forward under their leadership. He hopes that they will receive some inspiration to kindle their pride in their chapter and in being a "Future Farmer of America." With the help of information and inspiration the boys can develop the perspiration, and a good year of chapter leadership is practically assured.

The chapter officers and advisers look to the person in charge of the sectional leadership school to provide a training school that will furnish these expressed items—information and inspiration. It now becomes his responsibility to—

1. Conduct a leadership school that provides information for officers.
2. Provide a general mood that will inspire chapter officers and advisers to do their best to make the coming year outstanding for the FFA.

Let us consider how he can accomplish the first objective.

Providing Information

The chapter officer is anxious to

know more about the FFA in general and about the State and National organizations. The information presented at the school can be assembled in a folder which is given to every FFA officer who attends the leadership school. Every folder might contain a map showing how the State is divided into sections, a list of State officers, a list of sectional vice presidents, a list of chapter advisers for the section, and a list of pertinent questions about the FFA which every officer should know. All officers should be reminded of the wealth of material which the Official Manual holds for them; and, if funds are available, these could be furnished to every officer so that he has one that is up to date.

The officers may have many questions concerning a chapter program of work. The *why, what, and how* of a program of work should be explained. A program of work is a simple organization of the plans for chapter activities. Every organization has a plan to guide it in reaching the desired destination for the year. The program of work is a list of the activities, goals, the means of reaching these goals, and an assignment of a responsible committee to carry out the jobs. The ways that this can be presented are limited only by the imagination of the people presenting it. The presentation should show the logic of a program of work and its simplicity.

The analogy or comparison of a program of work and a road map can be easily made and can be graphically presented by means of flannelgraph. Whenever we start on a journey in an unfamiliar area, we consult a map. When we plan for the year's activities of our organization, we select a series of activities which we feel will lead us to the correct destination.

There are a few simple ground rules to observe in setting up the program of work.

1. A variety of activities should be included to provide each member with an opportunity to express himself through these activities so that every member will take part.
2. The activities chosen should re-

quire some effort from the members, and time should be scheduled to complete each activity.

3. The program of work should not be too ambitious for the finances available.
4. The program of work should be approved by the school officials.
5. The program of work should include activities that are approved by the State and National programs of work.

The planning of the program of work should be group action by the chapter membership. Activities should be discussed in chapter meetings, and other people involved should be consulted to secure their consent. The activities should be scheduled on the school calendar and in keeping with social and moral restrictions of the community. Finally, chapter activities should be publicized through all means available to the chapter—mimeographs, pictures, news articles, TV, radio, and distribution of copies of the program of work—not only to all members of the chapter but to interested people in the community as well.

The program of work need not be a comprehensive volume of all possible chapter activities. It should be a list of activities planned by a local chapter, tailor-made for that particular chapter in that particular community.

Special Training for Each Office

Considerable time (two 40-minute periods) should be spent by the officers in groups according to the office they hold. Throughout this part of the training period, the emphasis should be on group participation. The trainees can learn best by doing. The person selected to work with each officer group is a key man and he must be chosen with great care. For the time that he works with the officer group, he can either inspire them and encourage them to great leadership or to ineffectiveness, depending entirely on his attitude.

For the Presidents

Meeting with other presidents can be mutually beneficial as they share problems and become better acquainted. They have problems such as: "How can I get committee chairmen to work?" "What is an executive committee?" "How do you get your treasurer to report?" "Who helps you with your festival?" "What do you have for a program for family night?"

(Continued on page 203)

Objective evidence of the - - -

Values Received from FFA Membership

E. E. CLANIN, Teacher Education, Purdue University

Perhaps each of us has at some time considered the possibility that the objectives of an organization to which we belonged were actually not being fulfilled. A similar thought came to the writer some time ago as he considered the outcomes of membership in the Future Farmers of America. Do former FFA members actually believe that the aims and purposes of the FFA, as stated in the Official FFA Manual, are being fulfilled in practice?

As a method of determining the beliefs of former FFA members concerning the above question, a related question was included as a part of a questionnaire* sent to a selected group of former FFA members. The question was stated in this form: "What values do you believe that you have received from FFA membership?" As can readily be seen, the answers to the question were not structured in any way by the investigator—the respondents were encouraged to reply with many or few values if they chose to do so. The writer felt that it was

possible by means of such an "open-end" question to obtain from the respondents their "true" beliefs.

Table I shows the values which were most frequently mentioned by the 629 persons who answered the questionnaire. The writer might have grouped some of these responses still further into larger, more-inclusive statements but chose not to do so because he felt that some of the different "shadings" of meaning might be lost by so doing.

It has been interesting to compare the statements given by the respondents to the Aims and Purposes of the FFA as stated on page 10 of the Official FFA Manual. The Official Manual says, "The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship." Twelve specific purposes are then stated. Even the most casual glance at these purposes and the values reported by the respondents in the writer's study will verify the fact that the primary aim and the specific purposes of the organization are being met to some degree as reported by these former members.

The writer has also been interested

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* This article is a partial report of research conducted by the author entitled "A Study of the Achievement of a Selected Group of Vocational Agriculture Students." The population of the study consisted of 859 former students who had received the State Farmer Degree from the Indiana Association of Future Farmers of America during the period 1929-1953. Six hundred and twenty-nine, or 75 per cent of the sample population, returned usable questionnaires.

Table I: Values Reported Received from FFA Membership by Former Members Holding the State Farmer Degree

Value Reported	Frequency of Response
1. Increased the person's farming knowledge and provided motivation for better farming.....	199
2. Provided leadership training.....	188
3. Taught how to get along with others.....	147
4. Developed an understanding of the importance of cooperation.....	89
5. Taught how to keep good records.....	85
6. Developed many friendships.....	73
7. Provided inspiration—a promotional value.....	54
8. Taught how to accept responsibilities.....	47
9. Developed self-confidence — how to solve your own problems.....	46
10. Provided organizational training.....	41
11. Was an aid in getting started in farming.....	38
12. Led toward success in farming.....	33
13. Developed an appreciation of the wholesome things in life.....	28
14. Developed the ability to speak in public.....	28
15. Developed a love for farm life.....	27
16. Provided training in parliamentary procedure.....	26
17. Provided good citizenship training.....	18
18. Provided training for community activities.....	16
19. Was an aid in choosing an occupation.....	14
20. Prodced the individual toward further education.....	13
21. Other miscellaneous values.....	53
22. No response was given.....	34

Maryland FFA Entertains Donors

H. PALMER HOPKINS,
Teacher Education,
University of Maryland

Maryland does not have an FFA foundation, but numerous organizations and industries make annual financial contributions to the State FFA program. In addition, several industries in the state make contributions to the National FFA Foundation.

The idea was advanced in one of our FFA executive meetings that it might be excellent public relations to entertain representatives from these organizations and industries and at the same time show them one of our better Vo-Ag departments in operation. Most of them have seen FFA members performing at conventions, fairs, etc., but few of them have had the opportunity to observe FFA members at work in a school.

The idea finally came to fruition May 10th when twelve FFA donors, seven state FFA officers, and the responsible school administrators spent the entire afternoon visiting the North Harford FFA Chapter and the North Harford High School, Pylesville, Maryland. North Harford was chosen for this affair because: (1) it is reasonably close to Baltimore, the home of most of the donors; (2) it is one of our largest and best chapters; (3) it is the home chapter of our state FFA president; (4) it is a rural school in a rural setting; (5) it has a fine physical plant with an excellent education program for all of its one thousand students; (6) the Vo-Ag facilities are superior including modern classrooms, shops, laboratories, greenhouse, and school farm.

The program started with a luncheon served at 1:00 P.M. by the home economics girls. State President John Webster presided at the luncheon meeting at which time guests were introduced, the purpose of the meeting explained, and plans for the afternoon outlined. Following the luncheon, the group was divided into two sections and taken on guided tours of the entire school plant, including farm facilities. The tours included short stops to observe teaching in soils and farm mechanics classes.

After the tours, the group assembled in one of the Vo-Ag classrooms where the local FFA officers took over the program. They ex-

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Values Received - - -

(Continued from page 201)

in contrasting the values reported by the respondents who received the State Farmer Degree relatively recently with the values reported by those who received the degree early in the history of the organization. To provide a method of comparison, Table II was set up to show the percentages of various groups reporting each of the first ten values from Table I. The respondents were grouped according to the year the State Farmer Degree was received. There were so few degrees granted during the early years of the organization that it was felt advisable to group all who received the degree during the first ten years in one group. Successive groups were formed for each five-year period and represent progressively younger men. The last group had only recently left high school.

An inspection of the data in Table II indicates that there are variations between the groups. For example, the values numbered 1, 6, 8 and 9 seem to have increased in importance in recent years. In contrast, the values numbered 2, 5, 7, and 10 seem to be of less importance. It is possible that the variations in the percentages of total response, for some items during the period studied, are representative of changes in the actual programs of FFA Chapters during those years. On

Table II: The Number and Percent of Responses of Selected Groups of Former FFA Members to the Ten Most Frequently Mentioned Values Reported in Table I.

A. Range of years on which groups were based.	Group 1 1929-38	Group 2 1939-43	Group 3 1944-48	Group 4 1949-53
Total number of responses	118	104	271	804
For the period of years given — The percent of each group reporting values stated (in the column to the left).				
B. Ten values most frequently mentioned — from Table I.....	%	%	%	%
1. Increased knowledge and motivation for better farming	9.3	4.8	14.4	17.9
2. Leadership training	18.6	14.4	14.0	14.1
3. How to get along with others.....	8.5	20.2	10.7	10.8
4. Importance of cooperation.....	3.4	5.8	7.0	7.5
5. How to keep good records.....	8.5	2.9	7.0	6.6
6. Developed many friendships.....	.8	1.9	6.6	6.5
7. Provided inspiration, etc.....	5.1	3.8	4.8	3.9
8. How to accept responsibilities.....	1.7	2.9	4.1	3.9
9. Developed self-confidence	1.7	1.9	3.3	4.1
10. Provided organizational training.....	5.1	4.8	2.2	3.0

the other hand, the variations may merely exhibit the change in viewpoint of respondents as they are looking backward farther into their past and considering the values from a more mature point of view. Respondents who have recently been active members may well be interested and influenced by values which may assume less importance in later years. Adolescent viewpoints may be displaced by a different weighting of values as the individual progresses through life.

The writer had been looking for objective evidence that the aims and purposes of the FFA were being fulfilled. In these data he believes we have some usable information which may help answer the need for such evidence. The writer trusts that this brief summary of a part of his study may be inspirational to other workers in the field of vocational agricultural education and encourage them to continue to search for other objective evidence concerning the outcomes of various aspects of the vocational agricultural program. □

Improving the - - -

(Continued from page 195)

ing a part of the total program. Boys who are not given such responsibility do not feel a part of the group and are likely to lose interest.

Chapter activities need to be disbursed throughout the year so that there is always something to hold the boys' interest. When there are no FFA activities in process, the boys become involved in other school or community programs and it becomes doubly difficult to build interest in the FFA. They develop interests and loyalties to other organizations which they are reluctant to break and which do not permit sufficient time for full participation in the FFA.

The FFA adviser must never forget that in order to keep the boys' interest high, he must see that they get recognition for their accomplishments. This can be done in many ways. The local newspaper and the school newspaper are two of the most obvious. When school athletes and scholars re-

ceive recognition in school assemblies, boys with outstanding FFA records should also be recognized. Our boys should be made to know that their fellow students, their teachers and their community recognize the importance of their accomplishments.

If we will keep the above principles in mind as we work with our FFA boys, the program will remain strong. □

Let's Sell - - -

(Continued from page 199)

distributes it to members and their parents, faculty, heads of organizations and other interested and influential people. This is the big part of the selling campaign, for it is by this means that the public becomes acquainted with the scope and quality of our program.

Many People Ready to Help

The sales campaign is not over yet for we continue with spot campaigns for specific projects. It is surprising

the amount of cooperation and aid we get when people know what we are doing, why we are doing it, how we are doing it and when we are doing it. Nearly everyone is willing to help a worthy project if they feel that their aid is not wasted effort.

Not all clubs get the same results from each technique. It is up to each club to evaluate its public relations resources and use them to the best of their ability. Other sales methods should include radio and TV programs, newspaper articles, letters, and announcements or speakers. This is not to be confused with publicity after a program or project is completed.

Other FFA chapters, as well as any other club in the school or community, who feel that their activities are not up to par could well look to their public relations program and initiate a good well planned sales program. We must not hesitate to take a leaf from the book of other successful clubs with worthwhile programs. A good product, well presented, will command a high return. □

FFA Leadership - - -

(Continued from page 200)

and "How can I get others to help me?" The presidents can meet with the State officer, if one is present, and can receive information and inspiration from him. The presidents also need instruction in the duties of a chairman, use of the gavel, how to prepare an agenda, and how to act before a group. This can be done by having them go through the steps in presiding, in preparing an agenda, etc.

For the Vice Presidents

The vice presidents are frequently in charge of committee work, and they need help in developing the ability to get committee chairmen to function. Their duties often overlap those of the presidents', so they can profit by the same type of training as is given to the presidents. The two groups should be kept separate to help develop individual responses and to avoid the stiffness and formality of a larger group. This also keeps the office of Vice President from being overshadowed by the office of President.

The Secretaries

These officers should receive instruction in the mechanics of keeping secretary's minutes. Following this instruction, the otherwise unassigned agriculture teachers and visitors can be asked to conduct a mock FFA meeting for approximately 20 minutes. All secretaries present can receive practice in keeping a set of minutes on this meeting. These minutes can be compared with a "master" set (kept by the instructor) following the mock meeting. The secretaries could receive training in preparing an agenda by preparing an agenda. They should also become familiar with the Official Secretary's Book.

The Treasurers

This responsible job and the handling of chapter funds should receive considerable attention. The treasurers should become familiar with the Official Treasurer's Book. Following this, a small "practice bookkeeping set" of 20 or so entries such as a treasurer would handle can be entered. His final balance and location of entries can be checked against a "master set" kept by the instructor. Such problems as "How do I turn money in to the office?" "How can I keep a record of money collected in classes?" and

others should be drawn out and discussed.

The Reporters

Here are many opportunities to use a "learning by doing" technique. Copies of the State FFA newsletter can be distributed, and each member can select his choice of news article and explain why he prefers it. The group can develop their standards for a news article and then write a news story from a given set of facts. A farm editor or a local editor can be used as a resource person. The duties of the reporter can be found in the Official Manual.

The Sentinels

These officers have an important job to do in keeping the meeting room comfortable. They can be given opportunity to practice setting up a meeting room for an FFA meeting, for a banquet, and for initiating Honorary members. They can be given check lists to complete on the quality and condition of their chapter's paraphernalia. A display of a complete list of equipment and paraphernalia can be gone over, item by item, to call it to their attention.

Other information on leadership is available in books written about the FFA and in commercial films and slidefilms. An excellent slidefilm is the Jam Handy "Leading and Following."

Providing Inspiration

The other factor which the leadership school should achieve is inspiration.

Throughout the school, the objective should be to remind each officer present that he is an officer in the greatest youth organization—the Future Farmers of America.

All officers attending should be urged to wear their jackets and to dress in good taste. The meeting should open with an opening ceremony that is a credit to the FFA, with all acting officers reciting their parts clearly and with conviction. The paraphernalia used should be clean, up to date, and in good repair. FFA banners, pennants, etc., should be prominently and tastefully displayed to give a festive air to the meeting.

State or National officers can be invited to speak and to lend the prestige of their office to the meeting. A recording of the State Adviser or Executive Secretary speaking to the FFA can be used.

Since some chapters do not have

family nights or parent-son banquets, an officers' banquet with attractive decorations and an inspirational program following might encourage more chapters to have a local banquet.

Leaders in business, industry, government, and agriculture are very willing to meet with FFA officers. Most organizations in Illinois concerned directly with agriculture gave us lists of personnel throughout the State who would serve as leadership consultants. An informal dinner meeting where officers are allowed to ask questions of such top leaders works well. Some excellent principles of leadership have been woven into the discussion by these men.

The leadership training meetings conducted in Illinois attempted to outline materials available for use in training chapter officers. In the process, as many various techniques as possible were used. The techniques used were:

1. The meeting started with a *group discussion* drawing objectives for leadership training meetings from the group.
2. A sound *film strip*, "Leading and Following," produced by the Jam Handy organization, Detroit, Michigan, was shown to answer the question, "What Is Leadership?"
3. A *flannelgraph* presentation outlined the why, what, and how of chapter programs of work.
4. Methods of training chapter officers in their duties were demonstrated.
5. A "*brainstorming*" session was used to generate ideas.
6. A *panel* discussed mechanics of good meetings.
7. *Resource persons* were used when possible throughout the meeting.
8. A *speaker* was used for inspirational purposes.

Those who attended were constantly reminded that:

Leadership increases responsibility;
Leadership increases ability; and
that:

Inspiration + Information + Perseverance = Leadership. □

More than half the people in the world fail to get enough food, and those who have enough food in terms of total calories do not always get the proper foods in the proper proportion, notes a Twentieth Century Fund survey.

How would you answer this question - - -

Is Your Chapter Program of Work Showing — or Lagging?

WM. PAUL GRAY, FFA National Executive Secretary, U. S. Office of Education



Wm. Paul Gray

WHEN the FFA program in any school is going to be improved it must first be known that it fits into the total vocational agricultural program. The FFA Chapter must provide an opportunity for developing interest on the part of the boys for some of the important phases of the agriculture program, such as supervised farming. If the interest is improved in the supervised farming program, it will reflect in a richer classroom instruction and accomplishments in the farm shop. The studying these students do to develop their plans becomes fun. The FFA then becomes a teaching tool that enables the teacher to more effectively teach many jobs related to vocational agriculture, because they are also related to some area of the FFA program of work. These jobs might involve not only supervised farming, but cooperative undertakings, community service, leadership, conducting meetings, scholarship, earnings and savings, or recreational activities.

FFA No Stronger Than Program of Work

In the majority of cases, the FFA organization is no stronger than its Program of Work. Since the members themselves make up this program, it is imperative that the leadership in each activity committee be the best in the chapter. It is recommended that the chapter officers nominate or designate committee chairmen. In successful chapters these chairmen serve as members of the Executive Committee.

The vice president should have access to each committee's write-up on the accomplishments of the goals. It is his place to inform the president when a committee is not functioning. He should be ready to make recommendations in an executive committee meeting (which precedes the main FFA meeting for drawing up an agenda) for action on helping any committee carry out the program of work. This officer is important in the

organization and should be well versed in FFA and definitely understand the *entire* Program of Work. The president should never serve as a chairman of a committee because he is the leader of the entire chapter. If he served as chairman of a committee it would lessen his efficiency as an officer. Then, too, the "spreading out" of responsibility to boys who have leadership ability tends to develop their ability—and makes for a smoother working chapter.

All Should Have Some Responsibility

The executive committee, with the aid of the adviser, should complete the standing committees with the remaining chapter members. The groups should give consideration to a number of factors. First, if at all possible, appoint members to the activity in which they would rather serve; secondly, make certain that each member is serving on at least one committee; and last but not least, appoint a member or members to be responsible for a specific, or part of, an activity. By using this method all members of a chapter can be used and the responsibility is designated, thereby eliminating the possibility of a few boys on the main committee doing all the work. It "shows up" who is working and who is not.

FFA Members Should Plan Own Program

It has been stated how important the program of work is in making a better FFA Chapter. This program of work should be planned by the members themselves. They can use last year's program or, if they are a new chapter, they can obtain old programs, guides, suggestions and help from neighboring chapters. Guides and suggestions on a Program of Work are for that specific purpose. Look any programs and guides over very thoroughly and USE ONLY WHAT WILL FIT INTO YOUR PARTICULAR LOCAL SITUATION. All this time the adviser should stand by to help in the capacity of an adviser only. He cannot assume the attitude "it is the boys' organization, so let them plan it"; instead he should be very interested that every goal and activity that is planned has a specific

need—and at times he may question the boys on the "why and what" of certain parts. He should always give direction when and where it is needed.

Every activity should be considered in terms of the following criteria: Is the activity worth while? Are the boys interested and enthusiastic about getting this activity done? Does it fit into the local community and fulfill a need of the chapter? Can specific ways and means be planned to get the activity done? Does it meet with the approval of the local school? What will the parents think of it? Etc.

New chapters should not undertake too elaborate a program the first year, but a chapter should never be satisfied with something that lacks challenge or that is not worthy of every member's best efforts. Chapters that have been established for some time will naturally benefit by experience and are in a position to undertake a more extensive and comprehensive program of work. The program should show marked improvement each year in quality and scope with the goals representing the combined thinking of the members and based upon the needs of the individual school and community.

Factors in Successful Program of Work

In brief, there are several factors that assure success of a program of work. They are:

1. Select goals that can be accomplished.
2. See that goals are realistic.
3. Always provide clear cut, good ways and means for accomplishing each goal.
4. Allow students to feel that the program is their own.
5. Be certain that all students participate in some phase of the activity program.
6. Integrate the FFA activity program with the program of vocational agriculture.
7. Choose committee members according to their interests.
8. Provide information about opportunities for the various committees.

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The five 1953 American Farmers from Whitney FFA Chapter, Whitney, Texas. Left to right—front row: Bobby Weeks, Willie Inc., Bobby Booth. Left to right—back row: Bobby D. Williams, Kenneth Ray Hill (Deceased).



J. F. Brown

A success story - - -

Producing American Farmers

J. F. BROWN, Vo-Ag Instructor, Whitney, Texas

The November 1953 issue of this magazine carried an article on the subject, "Advancement in FFA Degrees." This particular article was prepared by Henry Ross, Agricultural Education Department, Texas A & M College, and featured our local chapter as having set somewhat of a record in advancing five of our chapter members to the American Farmer Degree in one year, that of 1953. This is a further commentary on the subject.

First of all, may I say that we do not use any patented process or copyrighted formula in our work. Procedures that we employ in developing eligible and successful candidates for the American Farmer Degree might be used just as well in any other department in any section of our country.

Accurate Records Are Important

Preparations for the American Farmer Degree are made in a rather routine manner in our local chapter. The prospective candidate must take the initiative in showing that he will enter into the task whole-heartedly. As a rule, his parents will manifest a similar attitude. It is considered a distinct honor and those who are desirous of receiving this honor seem

willing and ready at all times to pay the price required, that of hard work and strict attention to minute details. These details are of the utmost importance in keeping accurate and true records on all enterprises. This leads me to say that properly kept records seem to be the dominant factor in the acceptance or rejection of an American Farmer application by any Advanced Degree Checking Committee, whether it be District, Area, or State. Therefore, if this be true, then our first major problem is that of teaching the boy the necessary procedures in the preparation of true and accurate records. This is not a small task by any stretch of the imagination, a fact I could very well attest to by the time we had produced our first six American Farmers. Two of these boys were unfortunate in having their applications rejected in Washington, which necessitated their re-applying the following year. However, their rejection was due primarily to a lack of outstanding leadership. The application of a third boy was rejected twice by our State Committee for the sole reason that too many errors were noted in his Project Record Books. After these undesirable experiences, we resolved to acquaint ourselves, in every detail, with the necessary require-



1952-53 Officers
Whitney FFA Chapter
Whitney, Texas

Left to right—Standing in Pick-up: Billy Joe Ward, Grayford Autin, Roland Wingate, Denzil Hestilow, and Oland Wingate.
Left to right—on ground: J. F. Brown—Vocational Agriculture Teacher, Bobby D. Williams, Hanna Beth Triplett—Chapter Sweetheart, Shirley Gene Barnes, Joe Ed Ward, Bobby Booth.
All boys are State Farmers, and all except the Ward twins and Barnes are American Farmers.

ments and procedures that would insure the acceptance of our American Farmer Degree Applications. We believe that our record to date will clearly indicate that our efforts in this respect have not been in vain.

Identify Likely Candidates Early

Another major factor is the selection or identification of likely candidates for this coveted honor. In some instances this matter will simply resolve itself into the question of whether or not the boy is eligible to apply for the American Farmer Degree. However, in most instances, the boy should have much needed counsel from his advisor, parents and other interested persons. In attempting to identify prospective applicants, our attention is often directed to boys who are not old enough to enroll in high school. We have had several boys who actually began their Supervised Farming Programs while in the sixth grade, and one who was in the fifth grade. Some of these early beginners were merely following in the footsteps of an older brother or a neighbor boy. Eight of our American Farmers have come in pairs, that is, two from each of four families. We had a set of twins qualify in 1954. Our work with boys, prior to their enrollment in high school and Vocational Agriculture, is obviously centered around their Supervised Farming Program which we often speak of as their "learning program." During the time we are instructing and supervising these pre-

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Producing American - - -

(Continued from page 205)

school boys, we always strive to hold before them a picture of an outstanding program—one in which they may make an excellent record and, therefore, something to merit appreciation. Full explanations are made of all requirements for degree advancement. It is, therefore, only natural that they have fairly clear conceptions of what to expect when they reach high school age, enroll in Vocational Agriculture and become active members of The Future Farmers of America.

Classroom Work Contributes

As a general rule, the first semester for a first year student is devoted in a large measure to a study of the following:

1. Future Farmer Manual.
2. Guides to Proper Record Keeping.
3. Project Record Books.
4. Project Manuals.
5. Parliamentary Procedure, and similar topics of study.

Class time is allotted to all students for work on their Project Record Books. At least once each month all books are checked to determine if they are up to date. We do not permit students to remove their project books from the department, except by special permission. During the summer months, the boys are required to use supplementary record books; at the opening of school in the fall, these entries are transferred to their regular books. This rule is enforced in order to prevent the loss of books during the school months, and more especially during the summer vacation. As mentioned above, we insist that details be observed closely and we stress the importance of making full, complete and understandable entries. All important dates, such as those relating to breeding, calving, farrowing and lambing are placed in their proper order. Dates, weights and prices are carefully noted when purchases and/or sales are made of livestock, crops or other products. It is also very important to note that proper entries have been made for feed, seeds, veterinary fees, medications, rentals, transportation, commissions, yardage, vaccines, disinfectants, crop poisons and sprays, labor and kindred items. Entries for productive crop enterprises are made as they occur, listing the actual job performed, expenses, time required and

all other essential data. The keeping of records on any and all enterprises is truly a supervised job and, even at best, a most difficult one.

Out-of-School Boys Need Little Help

The question has been raised as to how out-of-school boys may be influenced to properly keep their records in order that they may be ready when the time arrives for the actual preparation of the American Farmer Degree application. The procedure is somewhat the same as with in-school boys, except that out-of-school boys require less supervision. At any rate, the prospective American Farmer candidate has well established himself as such by the time he has graduated from high school. He will work toward his goal with a minimum amount of assistance.

Leadership Stressed

Along with the keeping of proper records, we stress the importance of entering into several phases of an acceptable leadership program. The student is given an opportunity to enter contests on a district, area and state basis. All of our boys were members of judging teams such as livestock, dairy and poultry. Some were only average in their abilities and advanced no further than an area contest, while others ranked high in state competition. A large majority of our group of American Farmers has participated in high school athletics and all engaged in several phases of extracurricular activities. We believe that a candidate for the American Farmer Degree should be a well-rounded boy, and should show that he possesses some abilities other than those of routine farm work. We have, therefore, insisted on his participation in as many and varied activities as his time would permit. Boys with outstanding Supervised Farming Programs often find themselves lacking the required time in which to engage in all the extra activities that they would like to. In this respect, the boys themselves must be the judge of what will be best for their own individual situation.

We also place emphasis upon the inclusion of Improvement Projects and Supplementary Farm Practice Jobs in the Supervised Farming Program. We usually think in terms of one or two Improvement Projects for each of the first two years and then three each year thereafter. Ten or more Supplementary Jobs are required each

year. We think that this phase of a boy's program is too often overlooked. It gives the boy some needed experience that he might not otherwise get.

We feel, too, that a boy may well participate in some civic and/or community activities, as the occasion may demand. Many of our American Farmers have found time to devote to Red Cross and church drives, city and school clean-up campaigns, Good Will Club work, Farm Bureau and similar activities.

It is possible that I may be considered as one who occupies a unique position, in that I have spent twenty-two years in this community. However, there are many teachers who have spent as many or more years in the same community. I shall admit, though, that lengthy tenure in a school system does have many advantages. Over a period of years one should certainly know the community and its people well enough to properly plan and execute his program.

Preparing the Application

The actual preparation of the American Farmer Degree application is not such a difficult task if all records are up to date and accurate. In order to get this job properly started, we assist the boy in re-checking the records submitted for his State Farmer Degree. If no errors are found, we proceed to make a complete check of all records, making the needed corrections as we progress with our checking. When we have determined that the records are true and accurate, we have them copied into a set of new books. Should the boy not have a very legible hand-writing, we select a girl who does write well to do the copying. This will insure a neat set of records that are very easily read and checked. The application is then completed and checked in routine order. A capable typist is selected to make a neat copy of the original application after it has been prepared and checked. As a rule, high school girls readily assist the boys in copying their records and typing their applications. In some instances, girls who have graduated from high school, and are now employed in business offices in town, continue to assist us when called upon.

Example of Accomplishment

Of the nineteen individuals from our chapter who have already received their American Farmer De-

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TV Education Unlimited

The future farmers of N. W. Pennsylvania lead, learn and teach

BIRON E. DECKER, Adviser for Erie Co., Pennsylvania



Biron E. Decker

If you live in Canada S.E. New York, N.W. Penna., or N.E. Ohio, you would hear these familiar words each week at 1:00 P.M. "This is show number 285 in a series of educational shows presented by the Future Farmers of America." You would see the FFA Emblem which fills the entire TV receiving set screen before and after each show. Occasionally a special show would be arranged to construct this FFA emblem—piece by piece and explain the meaning of each part.

It Is Education Unlimited

It is education unlimited because one cannot be sure about anything. Is the teacher who coaches the FFA members learning as much or more than the boys? Since the shows are always simple and factual, the children like to see every show. They, too, are learning. Considering the number of telephone calls, daily contacts with people representing every walk in life, it seems logical to assume that everybody is getting something valuable from these programs. The schedule has now run for a full five years and is going well into the sixth year. If you think of something agricultural or related to agriculture—the FFA show has probably presented the idea. Every type of farm animal has appeared on the show. They have been judged, some of them butchered and others processed. Bees have been observed as the young emerged from the cell in the brood block. Sheep have been sheared; cows milked using the most modern plastic transparent milking machine. Finally, the boys have even demonstrated parliamentary procedure. You name it—they did it.

Where Do We Get These Shows?

Just a few words to explain the source of these shows. There are 21 cooperating schools in the area. A program is made up to cover a period

of approximately four months. A subject is assigned to each school. If the teacher and his FFA members have an idea they would like to develop for a TV show, they are assigned this subject. The Area Adviser, at the request of the TV station, must serve as emcee and producer. He assists the teachers until the teachers have acquired adequate understanding relative to the studio technique. The shows are arranged to take advantage of every facility available. Visual aids are a must. Seldom is anything "said" that could be "shown" to better advantage. Outlines and script are used in the initial stages of development but none of these ever go to the studio. It is always a requirement that the FFA members proceed from a store of information, guided by an outline consisting of visual aids which provide ample cues for what is to be done or demonstrated next. The necessary explanation is made up as the show progresses. You are right. We do make errors, but we have all learned to think as we stand there before over 70,000 people. We have learned to concentrate on our work, too.

Cut No. 1



they can get. They know how to present the show to the best advantage. If the staff members know that there will be a responsible person in charge of the scheduled shows each week—it will be a simple matter to proceed in most stations. When the station manager is fully convinced that any group can be depended upon to be prompt, to be on hand every week and to say the right things and guard against embarrassing the station—there will be little by way of cooperation to worry about.

Meat and Bones

The FFA show is a 15 minute show. The show works on the assumption that 15 minutes of interesting and factual material will make the public call for more. If the show is not a good one, 15 minutes is entirely too much time. It soon becomes possible to eliminate ideas which cannot be reduced to a single subject and to eliminate ideas which contribute absolutely nothing to developing the subject selected for the show. Almost any half hour show could be reduced to a solid 15 minutes of directly related information. Get to the point. Use only information needed to develop the point. Then quit.

How Does a TV Show Get on the Air?

The Television station in which the FFA show works has a payroll membership of 140 people. Usually 8 or 9 of these people are looking in on a live show. Each is doing an essential part to get the show on the air. First we enter the studio. (Cut No. 1) Observe the large flood lights in the ceiling. There are more than 100 lesser lights, each of them over 150 watts. The large ones go as high as 1500 watts. These lights can be raised, lowered, and turned at any angle. It is possible to eliminate every shadow in the studio. There are two

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cameras and two camera men. The camera men are engineers capable of rebuilding that camera. It contains more wires and other electronic gadgets than several radios. Each man wears a head telephone. He takes his directions from a man in another room. (Cut No. 2) This man is the



Cut No. 2

director. He has the last and only word when it comes to putting a show on the air. There is no time to question his decision. These decisions are usually good ones, otherwise there would soon be a new director. Before we move to the next room, observe the microphone booms. These long poles with a microphone are moved about the studio following the action. The "mike" must be close to the speaker. In instances where a man is not available the "mike" is stationary. Then the speaker must be cautious and never wander away from the spot directly beneath the mike. There are other types of microphones. Sometimes it is more convenient to use a chest mike or to carry a mike in the hand. These are small decisions but important ones. The director will decide what to use before the show starts. When he is familiar with the show, knows what action will be undertaken, he is ready to direct the show. He goes back to his sound-proof room and from this point on, every technician in the studio follows the orders of the director. The emcee is responsible for doing what he said he would do. It is now evident that one experienced person should serve as emcee and be on hand for each FFA show.

The Director

The director follows the script. There are cues, station breaks and other essential details he must watch and be ready at any second to direct. For this reason he cannot be expected to read, follow the show and operate switches and buttons which bring into action cameras, music, slides and movies. He talks to the engineer seated in the chair before the large panel and the TV monitors. (Cut No. 3) These monitors show what is on the air on one set and what is about



Cut No. 3

to go on the air on the other. The director says "Take 2" when he likes the shot. That means camera No. 2 is picking up the picture. Camera No. 1 now seeks another shot at a new angle as directed. Next we may need some music which is on a record. Before the show started, the record was placed on the turn-table ready to be started as needed. The director calls for the music and the man in charge of this machine releases the spring. In other instances, we may need a motion picture which was filmed for this occasion. (Cut No. 4) This room



Cut No. 4

is in charge of the Film Director. He keeps the slide projector filled with the proper 2" x 2" glass slides. He strings the motion picture machines. There are two projectors facing each other. The picture is aimed at a 45 degree mirror which is in the center of the picture directly below the lens on the slide projector. The picture from either motion picture projector glances off the mirror into the camera which is on the right (with the large square black hole). All of these machines can be started or stopped by the engineer in Cut No. 3.

Film Director

The film director has his own room. (Cut No. 5) He knows where to find



Cut No. 5

anything he needs, and there is much to find. This picture shows a small part of the supply of film he has on hand. Most of the small cases contain commercials. He may unwind a Western film, insert a section of commercial film and, after the show, cut out the commercial, paste the film together again and store the commercial for future use. He cleans all film before it goes into the studio projectors. Without this cleaning, the projectors would soon be filled with dirt. The FFA Emblem is on a 2" x 2" slide. The film man knows where this emblem is and can produce it within a few seconds. There are hundreds of these small slides. The film director must be alert all day to get the proper slide ready and into the commercial. Then, too, a 5 second commercial slide must not be mounted upside down. There isn't time to make corrections. This fellow must be right the first time. Is there a lesson here for school people? Do we always make sure that we will waste no time? We have a second chance. Possibly it might be helpful to live with the film director for a day or two.

Station Watchdog

The station watchdog is on hand at all times. Cut No. 3 shows a part of the equipment which would indicate

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A point of view on television . . .

Oklahoma FFA, Forward with TV

FRANK L. McCALLA, Vo-Ag Teacher, Carney, Oklahoma

Television has expanded swiftly in very recent years as it captivated the interest of people throughout the nation. Oklahoma FFA chapters have risen to the challenge of using television to familiarize the public with the activities and accomplishments of the vocational agriculture and FFA program.

Use of Radio and Television Studied

With the help of the five district supervisors and the personnel of the Oklahoma State University Agricultural Education Department, the author conducted a study of FFA television problems in Oklahoma. There were 225 vocational agriculture teachers that returned the schedule mailed to them by the author. Of this number, 138 indicated they had participated in producing one or more television programs. The 138 teachers reported their chapters had produced a total of 407 televised programs and also had participated in 302 radio programs during the last two years. These programs were accomplished with an average of from three to six students participating in each program. Five stations have telecast the FFA programs covering the entire state except for an extreme part of the panhandle.

Most teachers reported the FFA members were more interested in producing television programs than in participating in radio broadcasts. This may be due to the fact that a person viewing the telecast can see what the participants are doing during the time of being on the air while on radio they only hear the voice.

Best Time for Telecasts

The most opportune time for FFA telecasts was between twelve and one o'clock on Saturdays as more farm families would be watching during that time. The interval of time is advantageous as the majority of farmers have a tendency to visit their respective towns on Saturday afternoon and if they have seen a good FFA program they will talk about it with



Frank L. McCalla

their neighbors.

The majority of the vocational agriculture teachers believed that giving a television program did help materially in promoting public relations in their communities.

Types of Programs to Be Presented

There was little difference in the several types of programs vocational agriculture teachers preferred to present. A few more preferred the use of previously prepared film plus narration by the student or teacher during the program as compared to a program of prepared film and sound or as compared to live telecast. Over one-half of the teachers believed that using part film on a program was more effective than programs presented without film. They also believed that charts on a television program were somewhat effective, but that such aids needed careful preparation.

Although a large number of the vocational agriculture teachers believed that sufficient emphasis was placed on the FFA organization and vocational agriculture as a whole on FFA programs, a few suggested that more emphasis should be placed on presenting classroom teaching, farm mechanics, and FFA activities along with the acquainting of the public with the purposes of vocational agriculture. The first six choices of subject matter for presentation on television programs as determined from teacher responses were (1) livestock, (2) soil conservation, (3) leadership, (4) farm shop, (5) dairy, and (6) field crops. Their importance was ranked in the order named. It was also the almost unanimous agreement of respondents that only one subject or topic be discussed on one program.

The approximate time which teachers felt necessary for the planning and preparation of a single television program ranged from one to fifty hours with the majority recommending from five to ten hours. This corresponded closely to the approximate time listed as necessary for student planning and preparation.

Telecasts As Public Relations Device

Vocational agriculture teachers reported the use of many ways to inform the people in their community about FFA programs to be presented by the local chapter. The two most important ways, or the two ways used most, were reported by teachers to be (1) stories in the local newspapers and (2) individual contact. Some of the other ways used by teachers were a "line ring" on the telephone, meetings, school paper and FFA boys distributing a mimeographed sheet to every one in the community.

A large number of the teachers believed their local school administrator was favorably inclined toward local chapter participation in television programs. This feeling may be strengthened by endeavoring to give the local school administrator implied or positive recognition on programs presented by the local chapter.

Teachers of vocational agriculture recognize that a great opportunity does exist for improving and maintaining successful public relations through the use of FFA program telecasts. Taking advantage of the increasing interest in television provides abundant opportunity for communicating with more people in the community. Vocational agriculture workers must strive to present their programs at an advantageous time, perhaps during the noon hour and on Saturday.

Because a large proportion of viewers of FFA television programs are people who live in towns and cities, the programs must be entertaining as well as educational. From one of the first six choices of programs previously mentioned, many programs could be planned that would serve both of the afore mentioned purposes.

TV Clinics for Teachers Needed

It seems clearly definite that teachers would welcome the opportunity of attending a short course or clinic. Such a course or clinic would accomplish more than just acquainting the vocational agriculture teacher with needed information because they would be able to meet and become acquainted with the farm directors and other station personnel. This would clear up the major problems teachers reported as being the most pressing. A summarization of these problems are:

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Leslie Fry, Third National President, Tells How the FFA Helped Him

as told to HOWARD CHRISTENSEN, Teacher Education,
University of Nevada

We hear FFA boys say, I am not going to farm—the farms are getting smaller. I am going into a profession and how will Vocational Agriculture and the FFA help me?

Let an expert respond to this question. His name is Leslie M. Fry, a prominent Reno attorney. A man not only successful and respected in his profession, but by his church, community, family and state as well.

Our young friends might say, "I'd like to be like Mr. Fry and have a nice law practice in downtown Reno, but shouldn't I get out of agriculture as fast as possible and prepare myself in academic courses?"

Mr. Fry had this to say: "We must all remember that agriculture is still our basic industry and we are still an agricultural nation. You could go up and down the street and talk to the banker, businessman and others and you would soon find their business gets back to the soil. In preparation of my law cases I find I am constantly going back to the fundamental things I learned in my youth."

Mr. Fry started out in Vocational Agriculture at the Louisiana High School in Louisiana, Missouri. His projects were hogs, sheep and two dairy heifers. He was chapter president and state secretary. He enjoyed most of all debate and public speaking. He was successful in livestock judging and FFA activities.

As a boy in high school he had dreams of becoming a farmer, so he enrolled at the University of Missouri in the School of Agriculture. During his freshman year he was national president. He recalled the total membership was about 30,000, some difference from today—we have nearly a half million members.

His travel as president was limited as compared to now. He went to Washington, D.C., and to Chicago to speak on a national N.B.C. radio broadcast. He traveled to Oklahoma and in his own state. He pointed out that we should now be grateful for our National Foundation which provides the finances for most of our activities.

His most pleasant experience as president was the month he visited Henry C. Groseclose in Virginia. Mr. Groseclose, one of the main founders of the FFA, was a lovable character and a man one does not easily forget.

I asked Mr. Fry, "Why did you change to law after studying agriculture at the University for three years?" He said, "Law offered me a real challenge. I have always had an interest in public relations. My experience in leadership, public speaking and my training in meeting people that the FFA gave me were real assets in law. I found my farm background has always been very valuable." He



Leslie M. Fry, third National President of Future Farmers of America, and John M. Heid, Jr., Siloam Springs, Arkansas, thirtieth National FFA President, meet at Nevada State FFA Convention, Reno, Nevada, 1957.

said his Vocational teacher, L. W. De-Moss, gave him the inspiration and desire to want to achieve. He was a real friend and his advice in and outside of class, especially on home farm visits, helped immeasurably to set his goals in life. Mr. Fry remembers his Vocational Agriculture Instructor as the toughest teacher in high school. "He prepared me better for college and life than anyone with whom I have worked. You can tell your young friends they are not wasting their time in the FFA no matter what their professions are going to be. Vocational Agriculture gives a student the most valuable training available. The doing experience, coupled with theory taught from a practical basis is the best type of teaching. My training in speech and debate, a chance to lead a group, the common things I learned in agriculture makes a background for law hard to beat." □

A teacher gives advice on - - -

You and Professional Improvement

ROBERT KIRKENDALL, Vo-Ag Instructor, Ellicottville, N. Y.

Thousands of vocational agriculture teachers throughout the United States are doing a good job of teaching vocational agriculture, but too many are "stuck in that old familiar rut." Are you one of these? Are you teaching the same way you did five or ten years ago? Are you teaching the same material as before? Are you displaying the same enthusiasm toward your vo-ag classes and your FFA group that you used to?

All too often teachers of vocational agriculture don't bother to take time from their busy careers to evaluate their real needs. "Fresh Thinking" is the answer. When you return for a summer program to your agricultural college you awaken within yourself zest for teaching and renewed challenge in fresh ideas. Maybe you won't change the way you teach or even what you teach, but you will gain more faith and assimilate new en-

thusiasm to do a much better job.

Your mind, just like your body, gets rusty, but a little well planned exercise can work magic. A summer program of professional courses, planned by you and your college trainer, can do just that very thing.

Your teacher-trainers and your state representatives have, as a very important part of their job, the recruitment, evaluation and development of new, useful, and effective methods and goals in the teaching of vocational agriculture.

These summer programs are planned, by many colleges, on that very basis; this being, to give teachers

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Producing American - - -

(Continued from page 206)

grees and the two boys whose applications are now in the National Office for review, it would be most difficult to attempt to single out any one of them as being most outstanding. Therefore, I am electing to feature a "family" of three young men — Jesse Lee, Joe and James Herring. All are State Farmers, and Jesse Lee and Joe are American Farmers. Each of them is a graduate of Texas A & M College. James, the youngest, entered Soil Conservation work soon after graduation in 1949 and is now so employed. Jesse Lee and Joe are engaged in farming and ranching on a full-time basis. Most of their enterprises are owned and operated individually, but some are in partnership with their mother and James. They assist each other at all times through exchange of labor, equipment, herd sires, etc. They follow a well-planned program each year and employ only modern and improved practices. Even though livestock production is their major enterprise some crops are grown, especially feed crops. Cotton is also grown on a limited number of acres.

To give you a clearer picture of the extent of their combined operations, we have consolidated and summarized their programs for 1956 as follows:

Number of Acres in Field Crops...	520
Number of Acres in Pasture.....	2935
Total Number of Acres.....	3455
Number of Beef Cattle	243
Number of Brood Sows	17
Number of Market Hogs	275
Number of Sheep	400
Number of Angora Goats	750
Amount Invested In	

Equipment \$15,000.00
Total Investment in Land,
Buildings and Equipment .. \$57,250.00

Jesse Lee is operating on a larger scale than Joe; due primarily to the fact that Jesse completed his education prior to entering the Service for a period of four years, whereas Joe first spent almost five years in Service and then completed his college work.

We believe that the accomplishments of these two young men are without parallel in this area, and what they have done could easily be duplicated by others if their efforts were properly directed. These boys have had no unusual advantages or assistance. They simply set up a goal and applied their efforts and abilities in that direction.

Value of Producing American Farmers

In a final analysis of our subject, one might ask, "What is the value, if

any, of producing American Farmers?" Do they benefit the chapter, individual and/or community in which they are developed? My answer is yes. If for no other reason, the boys are led to rely on their own initiative and abilities and to develop more confidence in themselves. The local chapter takes special pride in the number of its members who have received this honor, as does the local community. We feel we are justified in saying that not one of our American Farmers has failed to prove, at least to an acceptable degree, that he was, and is, worthy of the honor accorded him.

This commentary would be incomplete should I fail to mention the name of one individual who has contributed much to the success of our program. That person is W. A. Winkleman, President and Executive Officer of the First National Bank of Whitney. He has yet to deny a reasonable request for a loan to an eligible boy for the purpose of increasing the scope of his Supervised Farming Program. Mr. Winkleman proudly boasts of the fact that he has never lost a penny on any loan advanced to a Future Farmer. He also takes pride in the number and size of loans made to Future Farmers, and more especially to American Farmers, after they have left school, in order to help them become better established in farming and ranching. His liberal assistance has been of inestimable value in our development of American Farmers. The Lions Club, Chamber of Commerce and other local organizations have contributed their fair share also. □

Oklahoma FFA - - -

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- (1) Where and how to secure and arrange information for presenting programs.
- (2) What type of visual aids to use during programs.
- (3) The proper type and color of clothing for televised programs.
- (4) What functions are carried out by television personnel.
- (5) How to prepare and present different types of programs.
- (6) How to take, prepare, and present film.
- (7) Who can be called upon for assistance in preparing programs.
- (8) The number of participants for

TV Education - - -

(Continued from page 208)

cate trouble. There are many dials and indicators which must be observed by the engineer seated before this huge panel. There is also an engineer who is available to make repairs as needed. He is usually free to go anywhere. It might be interesting to state that the two monitors on the right are carrying Network shows. The director can see what is on the Network at all times. This explains how he knows when to cut in on the show after commercials.

The FFA Show in the Studio

Now we go back to the studio. The director and the engineers are at their places. We are ready to go on the air. The camera man raises his hand, it comes down slowly and a finger points to the person selected to speak first. The show is on the air. The staff crew can do the technical work but the FFA members are now responsible for presenting the facts—the action. Soon there will be only 4 minutes left to complete the show. The camera man will hold his hand in front of the camera with 4 fingers spread. Soon he will show 3 fingers, then two. This calls for tapering off the show—get ready to stop. Before it is fully realized, the camera man presents two crossed fingers and this means: "you have a half-minute to close the show." If the closing is too slow, the camera man will make a rotary motion beside the camera using his arm and hand to attract your attention. He wants the show to wind up speedily and get off the air. There is now enough time to say: "That's about it for today. Until

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various types of programs.

(9) Mistakes that can be avoided.

A clearing up of these problems would contribute toward the production of a higher quality and more effective program.

More training in the planning and presentation of television programs along with making charts and diagrams, 8 x 10 or 4 x 5 pictures, slides, and the taking of 16 mm. films is recognized by teachers as being highly desirable.

With more and more FFA chapters presenting television programs, and the number of programs per week increasing, Oklahoma FFA chapters are once again leading in using another medium to bring the Future Farmers of America into the limelight of public notice. □

A local community supports - - -

An FFA Awards Program

J. E. SEAMANS, Vo-Ag Instructor,
Livingston, Texas

Livingston, Texas, Future Farmers receive annual awards amounting to \$200.00 each year for outstanding achievements in FFA Leadership, Scholarship, Cooperation and Farming activities from businessmen and service club supporters of the Chapter. The award winners are presented each year at the annual Father and Son banquet in the presence of the boys' dads, high school faculty, honorary members, and Chapter supporters. This form of presentation has made it very easy to secure award donors when they were needed.

How the Program Began

The present awards program had its beginning in a Chamber of Commerce activity that had been used for a year or two to present awards to the outstanding FFA boys from each Chapter in the County. The program was not well organized and soon dropped from sight. In 1941, the Rotary Club was approached with the idea of making an award to the outstanding FFA boy of the local Chapter a permanent objective of the organization. The Rotary Club eagerly accepted the idea and each year the outstanding Future Farmer of the Chapter receives a \$25.00 check and an official miniature plaque with the award name and year inscribed on it. The FFA Statuette was used this year. The award winner is picked by an outside committee which checks his records for the past year and interviews the boys who are selected by the Chapter committee as the best qualified candidates.

The Lion's Club was the next organization approached with the proposal to furnish an award for the outstanding Greenhand each year as first year boys did not stand much chance in competing with advanced students. The Club eagerly accepted the responsibility to make the award each year in the form of a \$25.00 savings bond and an inscribed plaque. The other awards came about as businessmen and individuals saw an opportunity to support the FFA and to reward worthy boys for their accomplishments in Future Farmer work and Vocational Agriculture.

The present award program has seven other awards that are presented annually, with all the awards being 3 or more years old. The Chapter has a Star Farmer Award presented by Alston Farm Machinery to the boy with the best farming program. This award is a \$25.00 cash award and the individual plaque. The Farm and Home Improvement Award fits in closely with the Vocational Agriculture work of the student in improving the farm home and its surroundings. The winner of this award received \$25.00 worth of farm tools from Gerlach Hardware.

The Chapter has two awards that promote and encourage leadership: the "Flowers Leadership Award" and the "Marsh Officer of Year" Award. These awards are official FFA jackets, with proper lettering and individual plaques. The leader of the year is picked by vote of all members on secret ballot and the officer of the year is picked by fellow officers in the same manner.

To promote scholarship, the "Glover Agricultural Library Award" and the "Matthews Scholarship Award" are presented annually to three boys. The Glover Library Award is presented in the form of an agricultural book to a Chapter Farmer and to a Greenhand who have developed the best home agricultural libraries. The Scholarship Award goes to the FFA boy who has the highest grade point average in all school subjects including 90 or above in Vocational Agriculture. The winner receives a \$25.00 savings bond and an inscribed FFA plaque.

One of the new awards is for service rendered to FFA and Vocational Agriculture which requires a member's time after class hours. This award is called the "Fain Service Award" and goes to the boy who contributes the most time in carrying out



Livingston FFA award winners for 1957.

the program of FFA. The winner receives a \$25.00 bond and plaque. The winner this year contributed 132 hours of his time and still was picked as the outstanding Greenhand and the winner of the Chapter Farmer Library Award.

Rules Explained in Manual

The Chapter has an official manual with all the rules and regulations for the awards, which the teacher carries to the home of the boys on his first visit. He explains the awards program to the parents and asks their help in encouraging their sons to develop a program that will be worthy of consideration for awards. The awards program is not used as a promotional device but simply as a way to recognize boys that do outstanding jobs.

The service clubs help the Chapter financially in other ways such as sending boys to Kansas City to the National FFA Convention each year, and the Lion's Club bought a 20 acre farm and presented it to the Chapter. The Chapter has a waiting list of donors who want to do something for worthy boys. □

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this same time next week we bid you a very pleasant good afternoon," and we fade out.

The FFA emblem again appears on the TV monitor. We say, "You have just seen number 285 in a series of educational shows presented by the Future Farmers of America. Our Sponsor - W. I. C. U., Channel 12, Erie." □

Is Your Chapter . . .

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9. Make good use of resource personnel and advisory council.
10. Provide adequate means for checking on the accomplishments.
11. Use an executive committee to the full extent.

Precautions to Be Observed

In summary, several precautions are to be observed relative to the program of work. They are:

1. Be certain each chapter member clearly understands the purpose of the program of work.
2. Be certain each committee chairman understands his job.
3. Give considerable thought in selecting program of work committees.
4. Remember! It is the student's program, thus it should be student initiated.
5. Give recognition to students on committees for jobs well done.
6. Plan a program of work which is not too elaborate, but which is challenging.
7. Plan a program of work which will meet the needs of the students, school and community.
8. Plan for regular meetings of the program committee.
9. Plan a program of work which will continue to grow and expand from year to year.
10. Include school administrators in your activities whenever possible.
11. Be certain all investments are good financial risks.
12. Be certain to get the program of work activities posted on the school calendar. □

Maryland FFA . . .

(Continued from page 201)

plained their program of work and vocational agriculture program, winding up with the showing of colored slides to illustrate various activities and supervised farming programs.

The whole affair ended at 4:00 P.M., and everyone seemed pleased with the occasion. The meeting had served well its intended purposes as stated by Mr. Harry M. McDonald, State Supervisor of Vocational Agriculture: (1) to thank the FFA Donors for their support, and (2) to give them a better understanding of the program of vocational agriculture. □

**News and Views
Of the Profession****Ritchie Assumes New Duties**

Dr. Austin E. Ritchie

Dr. Austin E. Ritchie, Teacher Education, The Ohio State University, has assumed new duties as Assistant Dean and Secretary of the College of Agriculture.

Dr. Ritchie taught vocational agriculture at Gibsonburg and Hilliard high schools before joining the staff in Agricultural Education at Ohio State. During his tenure in Agricultural Education some of his major responsibilities were: co-ordinating the new and returning Teacher Program; in charge of the Student and Apprentice Teaching Program; and teaching, advising and conducting research and evaluation in Agricultural Education.

In 1955 he became Editor of the *Ohio Vocational Reporter* and has served that role until the present. He has contributed numerous articles for the *Agricultural Education Magazine*.

Dr. Ritchie is a native of Ohio and received his Bachelor of Science, Master of Science and Ph.D. degrees at The Ohio State University. He is a member of Gamma Sigma Delta and Phi Delta Kappa honoraries. □

You and Professional . . .

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in the field the opportunity to benefit from these ideas and goals that have been evaluated, tested, and proven sound. The goal of these courses is to keep vocational agriculture alert, effective, and timely. You cannot only benefit, but can also have an important part in this development by enrichment with thoughts and ideas from the field that have been developed and proven in your own community.

You can do your part in this vigorous campaign to keep vocational agriculture on its high level of prominence at both local and national levels. Whether you are a 20, 10, 5 or even a one year man, you can reap the harvest of new thinking. You can supply nutrients for thought and idea seeds for the growth of a greater agriculture. Remember, education never ceases for the wise. Plan your summer now; be a part; invest for future wealth to yourself and your chosen profession. □

TIPS THAT WORK

Unionville, Missouri
August 29, 1956

Dear Joe:

Within a few days you will be leaving to begin your college work. I am happy and just a little bit proud that you have chosen to go to the College of Agriculture. I think it is a wise choice and offers you an opportunity to learn many worthwhile things.

I have enjoyed the associations we have had these past four years. I hope they have been enjoyable and profitable ones for you, also. I will continue to be interested in your progress and hope that you will always remember that you can call on me for help at any time.

Now just a word about college. Please don't think me an old "fuddy-duddy" for what I am about to say, because I say it sincerely and with your best interest at heart. College is different in many ways from high school. You are a long way from home and from the associations you have always known. In college you will be treated as a man and expected to act as a man. You should think as a man, also.

Just as there are unlimited opportunities for learning in college, there are also many opportunities for "goofing off." Start early and form good study habits so that your studies will at no time suffer for lack of preparation. It is so easy to say, "I can do this later." When you start putting things off, it is already later than you think.

You will be working as well as going to school. Remember school comes first; also remember that you should give your best effort to doing a good job. There will be chance for advancement for those who really put out. Any job worth having is worth doing well. The habits you form while you are there will carry over long after you are out of school.

While away from the home town and people you know, and those that know you, you may be tempted to "go with the crowd" take a drink, etc. Stop and think before you do this. Would you do it around your own home? Will it help you to be a better student, a better citizen, a better fellow? The answer, in many cases, will be "no."

You should come away from college better educated, better trained, a better man physically, mentally and spiritually than when you entered. Remember, your parents, your school and your community are proud of the contributions you have made in the past. We have faith that we will be even more proud of your contributions in the future.

When you fill a jug with water you expect to get water out of it. College is like that, too. You can expect to get out

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DYNAMICS OF GROUP ACTION by D. M. Hall, pp. 240, illustrated, published by The Interstate Printers and Publishers, Inc., Danville, Illinois. Price \$3.95.

This book was written for persons engaged in organizing and coordinating group activities. It deals with many problems underlying effective group action.

Chapters are devoted to Why Groups Fail; Action, where emphasis is placed upon the individual, upon the group, and upon the community; Communication Systems; Problem Solving Steps, Participation, Evaluation, and other areas important in solving problems within groups. Theory, principles, and practices of group behavior are related in a readable and useful text. The book should prove to be useful to those who work with groups. It is recommended for all teachers of vocational agriculture.

Mr. Hall has served as a 4-H Club Agent, teacher of vocational agriculture, college instructor, and research worker. He is currently Assistant Professor of Agricultural Extension, University of Illinois.

—GBJ

ELEMENTARY SOIL AND WATER ENGINEERING by Glenn O. Schwab, Richard K. Frevert, Kenneth K. Barnes, and Talcott W. Edminster, pp. 296, Illustrated, John Wiley and Sons, Inc., 440 Fourth Avenue, New York 16, N.Y. Price \$6.25.

This book is an elementary textbook on soil and water engineering, written primarily for readers with no previous training in engineering. It emphasizes the engineering phases of soil and water conservation, but also considers agronomic, economic, and other aspects of these problems. Information is included on simple surveying and its application to farm problems, plus material on the design and layout of conservation practices. Other areas treated include irrigation, land classification, wind erosion control, simple hydrology, and farm planning procedures.

The book is recommended for Vocational Agriculture Department libraries.

Messrs. Schwab and Barnes are professors of Agricultural Engineering at Ohio State University and Iowa State College, respectively. Mr. Frevert is Assistant Director, Agricultural Experiment Station, Iowa State College, and Mr. Edminster is Agricultural Engineer, Soil and Water Conservation Research Division, Beltsville, Maryland.

—GBJ

THE HANDBOOK OF FEEDSTUFFS, Production, Formulation, Medication by Rudolph Seiden in association with W. H. Pfander, pp. 591, Illustrated, Springer Publishing Co., Inc., 44 East 23rd St., New York 10, N.Y. Price \$8.00.

This book is an encyclopedia compilation of facts and figures dealing with feedstuffs. In general, materials included have been limited to those officially approved or recommended by Agricultural Experiment Stations, Agricultural Extension Services, U.S.D.A., State Universities and Agricultural Colleges.

Feedstuffs are listed together with information on their production on farms and ranches or in factories and the utilization of the feedstuffs by farm animals, including poultry. Information is included on medicated feeds—explanations, warnings, and practical advice. The nutritional aspects and the economics of feeding are considered, including how to balance the diet for many species of animals of various age levels and how to combine ingredients for highest profit.

The book should make an excellent reference source in Vocational Agriculture Department libraries.

Dr. Seiden is a Consultant on Veterinary Pharmaceuticals and Agricultural Chemicals. Dr. Pfander is Professor of Animal Husbandry, University of Missouri.

—GBJ

POULTRYMAN'S MANUAL, Flock Management and Chicken Diseases, by J. W. Bailey, pp. 296, Illustrated, Springer Publishing Co., Inc., 44 East 23rd St., New York 10, N.Y. Price \$4.50.

The *Poultryman's Manual* combines veterinary advice with practical pointers on flock management and sanitary measures. The book is divided into ten chapters. The first two, Practical Pointers and Flock Health, occupy one-third of the book, followed by eight chapters devoted to Contagious Diseases, Digestive Troubles, Respiratory Troubles, Skin Troubles, Nervous Troubles, Urinary Troubles, Reproductive Troubles and Miscellaneous Troubles. Approximately 140 poultry disorders are discussed as to cause, symptoms, diagnosis, treatment, and prevention. A chart of common poultry diseases is included.

An excellent reference for farmers and Vocational Agriculture libraries.

Dr. Bailey is a practicing veterinarian, Fort Atkinson, Wisconsin.

—GBJ

A SHORT DICTIONARY OF MATHEMATICS by C. H. McDowell, pp. 63, published by Philosophical Library, Inc., 15 East 40th Street, New York 16, N.Y. Price \$2.75.

This book contains definitions, and in many cases examples and illustrations of mathematical terms in common use in

arithmetic, algebra, geometry, and trigonometry. It should prove helpful to those who have not gained an adequate mathematical knowledge for their common use, as well as to those who wish to develop their mathematical knowledge and skills further.

—GBJ

BREEDING AND IMPROVEMENT OF FARM ANIMALS (Fifth Edition) by Victor Arthur Rice, Frederick Newcomb Andrews, Everett James Warwick, and James E. Legates, pp. 537, illustrated, published by McGraw-Hill Book Company, Inc., New York. Price \$8.50.

This book, which has been recognized as a standard in animal breeding for many years, was written by a team of outstanding teachers and research workers. It presents principles basic to the improvement of both the type and productive performance of farm animals, and how these principles may be applied.

The book is well organized into three major sections: (1) Physiology of Reproduction, (2) Mechanisms of Heredity and Variation, and (3) Breeding Systems and Selection. Chapters are included on: Breeding Management Practices, Artificial Insemination, Systems of Breeding, Crossbreeding and Linecrossing, General Principles of Selection, and separate chapters on selecting dairy cattle, beef cattle, sheep, and swine.

In this fifth edition the authors have devoted more attention to the scientific aspects of breeding. Attention is called to the fact that the old idea of breeding "the best with the best" is not always valid, and that breeding in accordance with genetic principles is to be recommended.

The book is excellently illustrated with numerous photographs, drawings, and tables. References are listed at the end of each chapter.

This book is recommended for the library in all departments of vocational agriculture where farm animals are of economic importance.

The senior author, Dr. Rice is Emeritus Professor of Animal Husbandry, University of Massachusetts, and Director of Instruction in Agriculture, Pro. Tem., North Carolina State College; Dr. Andrews is professor of Animal Husbandry, Purdue University; Mr. Warwick is in the Animal Husbandry Research Division, United States Department of Agriculture; and Dr. Legates is professor of Animal Industry, North Carolina State College.

—GBJ

SOIL-PLANT RELATIONSHIPS by C. A. Black, pp. 332, illustrated, published by John Wiley and Sons, Inc., 440 Fourth Avenue, New York 16, N.Y. Price \$7.00.

This book presents a thorough analysis of some of the major soil plant relation-

(Continued on page 215)

Tips that Work - - -

(Continued from page 213)

of it exactly what you put into it.

Good luck, have a good time and learn a lot.

Sincerely yours,
 JOHN L. MOWRER, Instructor
 Vocational Agriculture

Portable Display Board

From time to time, chapters of vocational agriculture have the opportunity to put up displays that will depict the variety and scope of their activities. Sometimes, an individual or group of individuals deserve recognition for their accomplishments. Too many times the information is kept within the chapter, and the rest of the community goes blissfully on unaware of what has taken place.

One reason why such information does not get to the public is the difficulty in securing a suitable background on which to arrange a display. Store window space, walls in the gymnasium or auditorium and other buildings do not generally provide a surface to which a display can be safely, easily and properly attached to present a balanced and concentrated appearance. Materials on which a display can be attached and be transported from place to place must of necessity be small enough to carry in a car, and one of such a small size usually is detrimental to the effect of the display.

The use of a portable take-down dis-

play board can alleviate this problem. It can provide a background of sufficient size to easily present the information in such a manner that it will be attractive, eye-catching and informative. Painted in the colors of the FFA, it will blend in well with the type of materials most commonly used in the display. Being in possession of the FFA Chapter, it gives the person in charge of the display an opportunity to plan the arrangement in advance and saves many trips necessary to determine how much room is available and to what the materials can be fastened.

The display board can be constructed in a very short time and should last for a long time if properly stored and cared for.

reassembled by replacing the 4 screws. By placing the 1 x 2 on the bottom of the board on the front side, it may also serve as a lip or shelf on which to rest or set display materials.

At our last award program, the display board was assembled at the front of the room. On each side was arranged display materials. In the center was fastened the cross section of an ear of corn. Early in the program, five chapter members presented the building of the emblem ceremony, and at the conclusion, our display board was complete, colorful, attractive and meaningful.

The portable take-down display board can be adapted to many uses and serves a definite purpose in making easier our important job of better public relations.

**Book Reviews - - -**

(Continued from page 214)

ships. The author has made an effort to integrate the properties of soils with the responses of plants. It contains chapters on: Soil Composition, Soil Water, Soil Aeration, Exchangeable Bases, Soil Acidity, Soil Solubility and Alkalinity, Nitrogen, Phosphorus, and Potassium.

The level of presentation is intended to be suitable for students who already have attained some knowledge of soils, plant physiology, and the basic sciences. For this reason the book is not recommended for high school student use, but should prove valuable as a reference for teachers of agriculture.

Dr. Black is Professor of Soils at Iowa State College. —GBJ

DAIRY BACTERIOLOGY (Fourth Edition) by Bernard W. Hammer and Frederick J. Babel, pp. 614, illustrated, published by John Wiley and Sons, Inc., 440 Fourth Ave., New York 16, N. Y. Price \$9.00.

Research in dairy science during recent years has produced a significant body of new knowledge. The author has brought this fourth edition of *Dairy Bacteriology* up to date to reflect these advances. The level of presentation is intended to be

BILL OF MATERIALS

- 1 sheet of plywood 4 x 8 x $\frac{1}{4}$ (cut in 3 equal parts 4 x 2' 8")
- 4—1 x 2 x 3'
- 5—1 x 2 x 4'
- 2—1 x 2 x 2'
- 3½ doz. flat head wood screws— $\frac{1}{4}$ x 8
- 1—3" T hinge

One 1 x 2 x 4' is fastened to the center section at the top with the T hinge and acts as a leg so that the board may stand by itself. After it is assembled and painted (color as desired), it may then be taken down by removing 4 screws or

*These are the four screws that are used to take down the display board. In brief, the plywood is bordered with 1 x 2's—on the back side, at the top and sides, and on the front at the bottom. The strips on the inside edge of the end sections are fastened to the end sections only. They lend support to the board but keep the assembly process simple by not having screws to attach to the center section.

Charles L. Beckley
 Vo-Ag Instructor
 Bend, Oregon

Next Month — Guidance in the Vocational Agriculture Program

suitable for those who already have attained some knowledge of the science of dairying and bacteriology. For this reason the book is not recommended for high school student use, but should prove valuable as a reference for teachers of agriculture, dairymen, and those working in the area of dairy manufacturing.

Dr. Hammer is professor of dairy bacteriology at Purdue University and also dairy bacteriologist of the Purdue Agricultural Experiment Station. —GBJ

The Cover Picture

These young men are the four Regional Star American Farmers for 1957. They are standing in front of one of the stars used to symbolize the award. Left to right, they are: Bryan Hafen, Nevada; Clarence Chappell, North Carolina; Charles Cole, New York; and Billie Parsons, South Dakota. □



John Haid presenting Honorary FFA Membership to Masaru Takahashi, National President of the Future Farmers of Japan. Toraichi Kuriaki, Secretary General of the FFJ, looks on.



A picture made in the Florida House of Representatives during the 1957 Session of the Legislature, showing one Senator and eleven Representatives who are former Future Farmers and former FFA Chapter Advisers.

H. E. Wood, State Adviser, Florida Association FFA; Honorary State Farmer Degree 1930, Honorary American Farmer Degree 1954.
Doyle E. Conner, Stark, Speaker of the 1957 House of Representatives; 1946-47 State FFA President; 1948-49 President, National Future Farmers of America Organization.

George Stone, Escambia County Representative, Walnut Hill; Vocational Agriculture Teacher at Walnut Hill and former member of Walnut Hill Chapter.

Morrison Kimbrough, Santa Rosa County Representative, Chumuck; former member of the Jay Chapter, and State Public Speaking and Essay Writing Champion in 1934.

W. E. Bishop, Senator 14th District, Lake City; American Farmer, former member of the Aucilla Chapter, Vocational Agriculture Teacher, and State FFA Officer.

Sam Mitchell, Washington County Representative, Vernon; former member of the Chipley Chapter.

John J. Crews, Jr., Baker County Representative, Macclenny; former member of the Macclenny Chapter.

Wayne O. Manning, Holmes County Representative, Ponce de Leon; Vocational Agriculture Teacher at Ponce de Leon and former member of Ponce de Leon Chapter.

B. D. (Georgia Boy) Williams, Columbia County Representative, Lake City; former member of the Bonifay Chapter.

William V. Chappell, Jr., Marion County Representative, Ocala; former member of the Ocala Chapter.

J. W. McAlpin, Hamilton County Representative, White Springs; former Adviser of White Springs Chapter.

Allison R. Strickland, Citrus County Representative, Inverness; former member of Citrus Chapter.

Henry W. Land, Orange County Representative, Apopka; former member of Apopka Chapter.

Honorable Thomas D. Bailey, State Superintendent of Public Instruction; Honorary State Farmer Degree 1949; Honorary American Farmer Degree 1954.

Randy Brown, Reddick FFA Chapter, Future Farmer Attaché in the Legislature.

Not shown in picture: Richard Yates, Clewiston FFA Chapter, Assistant Sergeant-at-Arms, House of Representatives.



Nevada State Second Annual FFA Leadership Training School, Elko, Nevada. Student panel, lead by Alfred Hansen, Vocational Agriculture Instructor from Lovelock. Panel consists of Foundation Award winners and former state officers who discussed methods and procedures in obtaining Foundation awards.



Chapter officers from the Sommerville NFA Chapter demonstrate their leadership ability by presenting a program to a group of vocational agriculture instructors.



Members of the Oberlin, Kansas FFA Chapter raise the flag before an athletic event.



Banners won by the Corvallis Chapter, Oregon, exhibited by Don Kabler, Corvallis Vocational Agriculture instructor; his son, and members of the Salem Kiwanis Club. L-R Ted Hobart, Salem Kiwanis Club; Don Kabler, Jr.; Don Kabler, and Ted Jenny, Salem Kiwanis Club.

